DOCUMENT RESUME

ED 369 865 UD 029 842

AUTHOR Green, Herman G.; And Others
TITLE Curriculum Diversity Competitive Grants Project: An Evaluation.
INSTITUTION Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE Jun 93
NOTE 30p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education; *Black Culture; Black History; Cultural Awareness; *Cultural Differences; *Curriculum Development; *Equal Education; Financial Support; Grants; Higher Education; Professional Development; Program Evaluation
IDENTIFIERS African Americans; Clemson University SC; Tri County Technical College SC

ABSTRACT

In 1991, the South Carolina Commission on Higher Education approved guidelines for a competitive grants program that would encourage public colleges and universities to develop and implement specific strategies for making their curricula more inclusive of African American culture and history. The three grant recipients were Technical College of the Low Country, Tri-County College, and the University of South Carolina-Coastal Carolina. The evaluation here reported considered the relationships among the South Carolina Access and Equity goals, the Curriculum Diversity Competitive Grants goals, and the goals of the funded programs. Substantial evidence is found that the grants program is consistent with South Carolina's Access and Equity goals and that progress was made by the participating schools in meeting the objectives of the grants program in the academic year 1991-92. All three projects were successful to some extent in illustrating effective approaches for achieving curriculum diversity, implementing creative faculty development strategies to promote curriculum diversity, and identifying and developing educational resources to support curriculum diversity. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 865

CENTER FOR THE STUDY OF THE BLACK EXPERIENCE IN HIGHER EDUCATION

CURRICULUM DIVERSITY COMPETITIVE GRANTS PROJECT: AN EVALUATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D.A Schmitt
Clemson Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CLEMSON UNIVERSITY

WD009842

CURRICULUM DIVERSITY

COMPETITIVE GRANTS PROJECT:

AN EVALUATION

Prepared by:

Herman G. Green, Tanzella Gaither and Gloria Boutte

June 1993

Center for the Study of the Black Experience Affecting Higher Education

Table of Contents

Executive Summary... i

Introduction 1

History
Purpose
Implementation
Evaluation Design

Evaluation Findings 3

I. Are the goals of the Curriculum Diversity Competitive Grants Program consistent with the goals of the Access and Equity Program? 4

II. Were the objectives of the Curriculum Diversity Grants Program Met? 5

1. Illustration of approaches that are effective in achieving curriculum diversity 5

2. Creation and implementation of faculty development activities that promote curriculum diversity and contribute to making curriculum diversity a part of the Infrastructure of institutional life 7

3. Identification and/or development of educational resources to support curriculum diversity in higher education 7

III. Were the goals of each of the funded projects achieved? 8

Tri-County Technical College 9
Rationale. 9
Accomplishments. 10
Strengths. 13
Weaknesses 13

University of South Carolina-Coastal Carolina....14
Rationale....14
Accomplishments....14
Strengths....17
Weaknesses....18

Technical College of the Lowcountry....18
Rationale....18
Accomplishments....19
Strengths....21
Weaknesses....21

Conclusions and Recommendations....21

Bibliography....23

EXECUTIVE SUMMARY

Background

On May 2, 1991, the Commission on Higher Education approved guidelines for a competitive grants program that would encourage public colleges and universities to develop and implement specific strategies for making their curricula more inclusive of African American Culture and history. Grants in amounts ranging from $4,000 to $5,000 were awarded to three institutions to develop and implement Curriculum Diversity Projects between September 1, 1991 and May 31, 1992. Goals established by the Commission for the Curriculum Diversity Projects were: (1) to illustrate approaches that are effective in achieving curriculum diversity; (2) to create and implement faculty development activities that promote curriculum diversity and contribute to making curriculum diversity a part of the infrastructure of institutional life; and (3) to identify and/or develop educational resources to support curriculum diversity in higher education. The grant recipients, chosen from a pool of eighteen colleges and universities that submitted proposals, were Technical College of the Lowcountry, Tri-County Technical College, and USC-Coastal Carolina.

Questions Addressed

The evaluation addressed the following key questions:

1. Are the goals of the Curriculum Diversity Competitive Grants Program consistent with the goals of the Access and Equity Program?

2. Were the objectives of the Competitive Grants Program met?

3. Were the goals of each funded project achieved?

Findings and Recommendations

There is substantial evidence that the Curriculum Diversity Competitive Grants Program is consistent with the goals of the Access and Equity Program and that progress was made toward meeting the objectives of the Grants Program in academic year 1991-92. All three projects were successful, to some extent, in (1) illustrating approaches that are effective in achieving curriculum diversity, (2) implementing creative faculty development strategies to promote curriculum diversity, and (3) identifying and developing educational resources to support curriculum diversity in higher education.

Significant progress was made by each institution toward achievement of the objectives outlined in the proposals that were funded. Strategies employed in implementing the Tri-County Technical College project are recommended for replication as a model for achieving curriculum diversity objectives on other campuses.

To ensure continued success for curriculum diversity activities, continued support, in the form of incentives, will be needed from the he Commission on Higher Education is needed. In addition, the following recommendations are offered:

1. Institutions that include cultural diversity in the curriculum as a strategic goal should be given preference in future funding of curriculum diversity competitive grants projects.

2. The Commission on Higher Education should continue to require external evaluation of all CHE-funded curriculum diversity projects.

Introduction

History

At the Commission's Sixth Annual Access and Equity Conference, held in Greenville, South Carolina, on February 14-15, 1991, a conceptual framework was provided that led to discussions, the exchange of ideas, and updates on federal and state policies and institutional practices needed to improve minority achievement and institutional excellence in higher education. Commission members and staff, college and university administrators and faculty, community leaders, legislators, and representatives from the U.S. Department of Education attended and participated in the conference. As a follow-up to the conference, colleges and universities were encouraged to develop methodologies for (1) assessing diversity in the campus climate and (2) implementing changes to achieve diversity across the curriculum. CHE approved modifications to the Access and Equity program, placing added emphasis on support for initiatives to achieve greater diversity in the campus climate and the curriculum. On May 2, 1991, CHE approved guidelines for a competitive grants program for curriculum diversity projects.

Purpose

The purpose of the Curriculum Diversity Competitive Grants Program, as stated in Building Coalitions for Achieving Diversity in the College and University Curriculum, is to "encourage public colleges and universities to develop and implement curriculum diversity projects with specific strategies for making their curricula more inclusive of African American culture and history."

The Curriculum Diversity Competitive Grants Program has formulated three objectives necessary to achieve its purpose:

1. Illustration of approaches that are effective in achieving curriculum diversity.

2. Creation and implementation of faculty development activities that promote curriculum diversity and contribute to making curriculum diversity a part of the infrastructure of institutional life.
3. Identification and/or development of educational resources to support curriculum diversity in higher education.

Implementation

On June 6, 1991, public colleges and universities were invited to submit proposals to develop and implement curriculum diversity projects during FY 1991-92. The guidelines required each institution to specify (1) the need for the project , (2) the relationship of the project to its mission and goals, (3) objectives, activities and methodology, and (4) evaluation procedures. In addition, the Commissioner, in his letter requesting proposals, emphasized "model projects that could be replicated at other campuses are encouraged." The deadline for submitting proposals was August 1, 1991, for projects to be implemented between September 1, 1991, and May 31, 1992.

Eighteen proposals were submitted by the colleges and universities. A team of readers consisting of CHE staff members from the divisions of academic affairs, planning and assessment, and external affairs reviewed and rated these proposals. Ratings were based on the individual and composite assessments of the review team. The review team recommended that grant awards be made to the Technical College of the Low-country ($4,645), Tri-County Technical College ($5,000), and USC-Coastal Carolina ($4,000).

Evaluation Design

This evaluation focused on three key questions:

I. Are the goals of the Curriculum Diversity Competitive Grants Program consistent with the goals of the Access and Equity Program?

II. Were the objectives of the Curriculum Diversity Competitive Grants Program met?

III. Were the goals of each funded project achieved?

The answers to these questions were supplied by four sources:

(A) Review of documents furnished by CHE, including planning documents, reports, and policy statements.

(B) Review of documents and reports furnished by the funded projects.

(C) Interviews with members of CHE, principal investigators, faculty members, administrators, and students of the funded projects, as well as researchers at other institutions of higher education who are engaged in curriculum diversity activities.

(D) Surveys of the funded institutions.

The evaluators made visits to each of the three institutions with funded programs. Interviews were conducted during these site visits and also by telephone. CHE staff members were interviewed during visits to CHE.

The report began with a description of the curriculum diversity program's history, purpose, implementation, and evaluation design. The next section, evaluation findings, summarizes the evidence available to answer the three questions that drove the evaluation. Finally, conclusions and recommendations are presented.

Evaluation Findings

The Curriculum Diversity Competitive Grants Program was initiated to encourage institutions to develop model projects "which are effective in achieving curriculum diversity and which could be replicated at other institutions." It became evident early in the evaluation process that Access and Equity goals were dependent on the activities and outcomes of the funded projects. The relationships among Access and Equity goals, the Curriculum Diversity Competitive Grants goals, and the goals of the funded programs are the major focus of this report.

I. Are the goals of the Curriculum Diversity Competitive Grants Program consistent with the goals of the Access and Equity Program?

There is evidence that the Curriculum Diversity Competitive Grants Program is directly related to Access and Equity Goals. The Access and Equity Program was designed to help South Carolina make the transition from the compliance activities mandated in Federal and State Desegregation Plans to equal access and equity for all citizens. The Access and Equity Program has seven goals developed to achieve its purpose. One of these goals is to "develop and maintain institutional environments where cultural diversity and the presence of minorities are valued aspects of institutional life." The purpose of the Curriculum Diversity Competitive Grants Program has been to encourage public colleges and universities to develop and implement curriculum diversity projects with specific strategies for making their curricula more inclusive of African American culture and history." According to the coordinator of the Access and Equity Program, the Grants Project was designed to address the Access and Equity goal cited above.

Richardson and Skinner (1991) state that institutions move through two stages before reaching the third stage, which is equal access and equity. According to their model, institutions, when confronted with internal or external pressures to improve minority participation, react by emphasizing recruitment, financial aid, waiver of admission standards, and providing more convenient class offerings. At this point, such institutions are in Stage I. Stage II begins when institutions, to counter high attrition rates of minority students, become more strategic and adopt systematic interventions to change minority students so that they are better able to cope with institutional expectations. Continuous efforts to improve access and achievement cause institutions to move to Stage III, in which institutions realize that they must also adapt their own programs and learning practices if they are to achieve the benefits of cultural diversity without relinquishing academic standards. Stage III institutions are predominantly multicultural in their composition and

outlook, value their multicultural status as a strength, and realize that they cannot succeed and survive unless their students, many of whom are minority, also succeed and survive. The Curriculum Diversity Competitive Grants Program reflects CHE's commitment to reaching stage three of the Richardson and Skinner model.

Earlier activities of Access and Equity were directed at increasing minority enrollment and providing support services. Support services tend to seek changes in the behavior and life style of *students* so that institutions' retention rates increase. The Curriculum Diversity Competitive Grants Program encouraged *institutional* changes (the curriculum) to achieve cultural diversity.

It is evident that CHE, through Access and Equity, is committed to reaching stage three of the Richardson and Skinner model and that the Grants Program reflects an important Access and Equity goal. However, there is little evidence that members of other divisions of CHE were involved in the Grants Program. Since the curriculum was the focus of change, it is reasonable that the Academic Affairs Division of CHE be involved in some aspects of the Grants Project.

II. Were the objectives of the Curriculum Diversity Competitive Grants Program met?

Three objectives were set to achieve the Grants Program purpose. Evidence on achievement of these objectives suggests progress on each one. The progress made toward each objective follows:

A. Illustration of approaches that are effective in achieving curriculum diversity.

Each of the funded institutions illustrated a different approach to achieve cultural diversity in curriculum. The *Tri-County Technical College* model focused on activities that would make its core curriculum reflect cultural diversity. The following are salient features of its model: (1) The administration, including the president of the institution, was highly visible in curriculum diversity activities. It was obvious that the leadership for the

effort emanated from the president's office; (2) The curriculum diversity activities are grounded in the college's strategic plan. Knowledge of other cultures is seen as a competency that students should have; (3) The faculty had the major responsibility for changing course content and programs of study. The change mechanism used is a part of the college's standing change structure vis a vis curriculum; and (4) Curriculum diversity activities include participation by both the Access and Equity representatives and the curriculum development officers. The responsibilities assumed by each group were clearly delineated. Activities that pertained to the curriculum were led by the curriculum officer. The impact of curriculum changes on African-Americans was monitored by the Access and Equity representative. *Tri-County* began its curriculum diversity activities prior to CHE funding. CHE funds were used to support a segment of the plan that started several years earlier and will apparently continue after the CHE funding period is over. If the project continues as is, it could be a model for institutionalizing curriculum diversity in similar institutions throughout the country.

USC-Coastal Carolina began its curriculum diversity activities by focusing on its core curriculum. The following are important aspects of their model: (1) The Committee for Diversity in the Curriculum spear-headed the diversity activities. This was an ad hoc committee appointed by the Vice Chancellor for Academic Affairs. The committee included the Access and Equity representative, several junior and senior faculty members, and faculty who were concerned with other cultures (i.e. Asian, African). (2) Opportunities were provided for the faculty to become involved in the resolution of many issues related to curriculum diversity. Faculty fears and concerns about their ability to expand their curriculum were the main topics. These issues were debated in open forums. (3) The Deans in all of the schools participated in various aspects of the project. The Dean and faculty of the School of Education committed themselves to leadership roles in the curriculum diversity activities. The activities that would be most useful for other institutions were the methods used to define and clarify issues.

The Technical College of the Low-country chose to meet this objective through the development of a single course. The course focused on the local Gullah culture. From this project a body of knowledge, not previously organized, was provided to students and the community. The project demonstrates how local culture can serve as a point of departure for bringing diversity into the curriculum.

B. Creation and implementation of faculty development activities that promote curriculum diversity and contribute to making curriculum diversity a part of the infrastructure of institutional life.

Several faculty development activities were used at each institution. *Tri-County Technical College* conducted workshops that were designed to make the faculty aware of the strategies used to change the curriculum. These sessions were under the auspices of the curriculum development officer. Other workshops were used to assist faculty in developing materials for their individual classes. Consultants were made available to help faculty address issues related to the self-esteem of the students.

Coastal Carolina's faculty development activities tended to be sensitivity sessions. These sessions were generally informal focus groups that encouraged open discussion. The different constituents of the college had opportunities to share concerns, and even fears, regarding changes needed in their curriculum. The resolution of these concerns was a primary objective of these meetings. In addition to the workshops, Coastal Carolina provided for site visits to other institutions so that faculty members could observe curriculum diversity activities.

Technical College of the Low-country's activities were limited to the development of instructional strategies for development and teaching of a newly-organized body of knowledge. The scholarship necessary for the development and teaching of a new course was evident. The content developed for the course could be a valued resource for faculty and students throughout the state. The College has plans to help other faculty members develop the skills needed to teach similar courses.

C. Identification and/or development of educational resources to support curriculum diversity in higher education.

Each of the funded institutions developed educational resources to support curriculum diversity. *Tri-County Technical College* used a research and development approach. Faculty members identified materials and then field-tested them as instructional modules to assess their effectiveness. Results of these assessment activities were communicated throughout the department. Materials and resources were cataloged and made available to faculty and students. The Curriculum Diversity Committee at *Coastal Carolina* identified resources that could be used in curriculum diversity activities. The individual faculty members are also in the process of identifying materials for their courses. The faculty members in charge of the "Black Culture" course at *Technical College of the Low-country* identified, tested, and cataloged materials and resources for their course. They are also in the process of gathering material relative to current issues of historical importance to their geographic area.

Each institution made a unique contribution to the achievement of the Grants Project's objectives. Tri-County illustrated a comprehensive approach to expanding the curriculum. Coastal Carolina made effective use of debate to address sensitive issues related to curriculum change, hence, enhancing faculty development. Technical College of the Low-country developed the content and resources necessary to teach a unique course. It became obvious early during the evaluation process that the inclusion of curriculum diversity as a strategic goal is of utmost importance. Such an approach ensures that curriculum change becomes an institution-wide endeavor.

III. Were the goals of each of the funded projects achieved?

Each of the funded institutions presented different goals. Each institution made progress toward its individual goals. In the following section the evaluation of each funded project is presented. Included for each

institution is its rationale for participating, its accomplishments, and the strengths and weaknesses of its program.

Tri-County Technical College

Rationale

Tri-County Technical College gave three reasons for participating in the Curriculum Diversity Program. First, as stated by its president, "because it is the right thing to do for our students." Second, college officials and faculty members cited the change in student demographics as evidence of the need to change the perspective of the curriculum. Finally, administrators and faculty felt that the economic diversity of the community pointed to a need to make the curriculum more diverse.

Curriculum diversity objectives at Tri-County Technical College are grounded in its strategic plan - specifically, strategic goal #8 which deals with student competencies, and objective #5 of that strategic goal, which addresses intercultural/international awareness (cultural diversity). In addition, these objectives are related to all three of the Curriculum Diversity Competitive Grants Program goals.

It should be noted that the college started its curriculum changes prior to the funding of its proposal by CHE, and there is strong evidence that the activities will continue when the funding period concludes.

"At Tri-County the overall approach to curriculum diversity is for ethnic/cultural awareness to be threaded through each program curriculum. This approach is effective because it provides the opportunity for students to have instructional content and various teaching methods related to cultural diversity throughout their entire program. This approach is chosen over the focus of one single course offered in multiculturalism, race relations, or cultural diversity. For retention as well as understanding, our model offers a variety of information, presented in a variety of courses both in general education and in the majors" (Internal Evaluation Report - Tri-County Technical College, p. 12).

In a document presented to the evaluation team, it was noted that faculty are playing a major role in the expansion of the curriculum and the changes are taking place within the framework of existing college structure. As stated by the Vice-President for Administration, "Tri-County Technical College has developed a faculty-led, program-level approach for curriculum revision which encourages faculty development and faculty sharing."

Accomplishments

Several major accomplishments were realized by Tri-County Technical College during the grant period. The following is a description of these accomplishments:

1. *The Instructional Development (ID) Coordinator, a faculty ad hoc work group, and various committee members developed, reviewed, synthesized, and added selections to the recommended resource list.*

During on-site interviews, a representative of the faculty ad hoc work group indicated his and other faculty members' involvement in the modification of the resource list. The Access and Equity representative verified his committee's participation in the modification of the resource list. The ID coordinator stated: "A continuing process of the Instructional Development Office is to seek materials appropriate for supporting teaching activities in cultural diversity." The resource list continues to be updated.

2. *Professional development and classroom materials selected to enhance curriculum diversity particularly targeted toward the Afro-American experience were purchased.*

Materials were purchased with funds from the grant. A system was installed to review requested materials to "confirm the subject matter, the Afro-American contribution, the intended program use, and the cost relative to the budget." All funds allocated to purchase resource materials were spent.

3. *All materials purchased were annotated and listed.*

The ID coordinator indicated that material was entered in the student competencies data base and in the college library. A separate report submitted to the evaluator confirmed that the annotated list had been developed.

4. *Curriculum modules featuring materials purchased are being developed.*

The ID coordinator indicated that the curriculum modules are being developed. Early evaluation of the modules by the faculty resulted in changes in general designs to a more course specific approach. During a site visit, a faculty member demonstrated how materials which had been incorporated into a module were being used. Participants indicated that "field-testing" of modules is an integral part of the development process.

5. *The faculty staff development coordinator is working with the Access and Equity representative and the ID coordinator to disseminate information regarding the curriculum diversity project.*

It was determined through interviews with the Access and Equity representative that information was disseminated concerning the curriculum diversity project. The top academic officer of the college was interviewed and he indicated that the entire faculty had been made aware of the curriculum diversity project. The project coordinator indicated, through written correspondence, that "the Competency Committee reported to each division the continuing availability of the resource materials." It was also reported that individual faculty members shared information concerning the curriculum diversity materials. "The best dissemination results were obtained when faculty members previewed the materials for the Review and Recommendation form or for their specific classes based on a reviewer's comments."

6. *Several Access and Equity faculty/staff development activities on curriculum diversity were implemented.*

A spring workshop was planned, but rescheduled, to provide time for a needs assessment. In addition to the workshops proposed, other important activities were conducted. For example, a consultant from the National Dropout Prevention Center led a discussion regarding curriculum diversity and student retention. A noted consultant from the University of South Carolina made a presentation related to curriculum diversity. The effect of these workshops was pointed out in meetings with the evaluators and faculty representatives. One faculty member indicated that she did not know how curriculum diversity could impact her field, "but as a result of different workshops I not only see the relationship but the need for my curriculum to be more diverse."

7. *Classroom materials which enhance awareness of cultural diversity with particular emphasis on the Afro-American experience were made available to faculty.*

The list of materials developed by the faculty task force was made available to faculty. It was reported that the identification of materials was easier for some disciplines than for others. "Arts & Sciences faculty had no difficulty in selecting appropriate books and videos for general education courses. History, Humanities, and Sociology were among the most readily available. Science was also well covered. Business technology faculty assisted in locating multi-purpose videos for management, office systems, and business law. Health education faculty reviewed videos on multicultural health issues and nutrition. Materials for the engineering technology division are the least represented."

8. *Strategies for incorporating and utilizing the new materials in specific curricula are being implemented.*

The first step in the illustration procedure was the evaluation of materials purchased. A form was developed to standardize the evaluation process. The form required specific information on the appropriate audience, course, quality, and usefulness of the material. "Faculty have been using some of the materials; as they try them in the classrooms they provide feedback to the ID coordinator as to effectiveness. The rec-

ommendations of the faculty will be used to generate faculty training sessions" (Internal Evaluation Report).

9. *A symposium, funded by the South Carolina Humanities Council, was held in March 1992.*

The symposium was attended by individuals from throughout the community. "A panel discussion and audience participation were beneficial in identifying topics and issues for further discussion."

Strengths

1. Curriculum diversity activities are tied to the institution's mission and strategic plan.
2. Faculty played a major role in the identification and selection of materials.
3. Project was managed by the administrative team in close collaboration with faculty and the Access and Equity representative.
4. Project has optimum potential for replication at similar institutions.
5. Objectives reflect goals of Access and Equity.
6. High probability of curriculum diversity activities continuing after funding from CHE is exhausted.

Weaknesses

1. The international focus may, in the long run, obscure the African-American focus.
2. A lack of funding limited the purchase of needed materials.

University of South Carolina-Coastal Carolina

Rationale

USC-Coastal Carolina efforts are directly related to the improvement of its core curriculum. "Among the tenets of the core curriculum is the belief that education should provide an awareness of the world and of the

achievements of civilization which is to be accomplished through the development of a basic knowledge of the world and the ability to learn from other cultures--a world view--that leads to awareness, respect, tolerance and understanding of cultures other than our own." As stated in its proposal, "USC-Coastal Carolina College has a fundamental responsibility to offer an educational program that provides students with a common grounding in the intellectual tradition and inheritance of humanity." To this end, each student is required to complete a common set of general education courses- the core curriculum.

In the Spring of 1991 the institution's Core Curriculum Committee assessed the core curriculum and concluded that there were deficiencies with respect to the time devoted to the impact of African culture on Western civilization or on the accomplishments of African-Americans working within Western society. In July 1991, a letter was sent to the Vice-Chancellor for Academic Affairs citing these deficiencies. The Interim President (former Vice-Chancellor for Academic Affairs) stated, "the concerns pointed out by the Core Curriculum Committee led to the creation of the diversity steering committee."

Accomplishments

The following are accomplishments achieved by USC-Coastal Carolina during the funding period:

1. *A list of courses which can be augmented to address cultural diversity in the curriculum was developed.*

The courses were identified by the Curriculum Diversity Committee and the Core Curriculum Committee and included courses in Anthropology, Business, History, Philosophy, Religion, English and a course specifically entitled University. Members of the Diversity Committee expressed a need to develop an operational definition of the concept "curriculum diversity." As a result of extensive discussions, which included faculty from many disciplines, the committee concluded that the term "cultural diversity in the curriculum" was better suited for their activities. Courses in the core

curriculum and in the College of Education were selected as "specific targets" for inclusion on the list. A survey designed to help identify courses that could be augmented to address cultural diversity was sent to each faculty member. The results of the survey were to be available in the Fall of 1992. The committee members indicated that they plan to submit the list of courses to the Vice-Chancellor and the faculty senate at an appropriate time.

2. *The Committee for Diversity in the Curriculum compiled a list of instructional materials that reflects cultural diversity.*

The list contained book titles, periodicals, audiovisuals, and other materials. There was no evidence that there was faculty input other than that of the committee members. The chair of the Committee for Diversity in the Curriculum indicated that the list would be used by faculty and later made available to students through the augmented curriculum. The first individual that will receive the list will be the Vice-Chancellor for Academic Affairs.

3. Members of the Committee for Diversity in the Curriculum observed existing curricula and programs at other institutions.

Committee members made visits to UNC-Asheville, SUNY-Buffalo, USC-Columbia, and Benedict College. They also attended a conference, "Looking Locally to See Globally," at USC-Aiken. The chair of the Committee for Diversity stated that many of the personal contacts made at the institutions they visited will become a part of the network of resources for faculty working on new curricula. It was stated that a list of resource persons has been circulated to faculty.

4. The Committee for Diversity in the Curriculum developed recommendations to be given to the faculty and administration for improving curricula diversity.

The development of the recommendations was an interactive process in which many issues were addressed. Strategies for getting faculty to change or cooperate with the effort was a concern of the Core Curriculum

Committee and the Committee for Diversity in the Curriculum (members of the evaluation team attended some of the discussions). One professor stated, "as long as we can remain intellectually honest, I think cooperation will be forthcoming." Another professor stated, "this business of multiculturalism is associated with political correctness; until the two are separated there might be resistance." There were concerns expressed about the appropriateness of curriculum diversity in some disciplines. A member of the science faculty expressed difficulty with the notion of cultural diversity in science curricula. She stated, "our curriculum is very objective...we teach facts!" Another replied, "I had that same problem but I started by finding significant contributions made by people from other cultures and included these in my lectures." Another professor stated, "it is a real battle to get students interested in other cultures." But interestingly, a student stated, "I feel that I am being denied a part of my education when I do not have an opportunity to learn about people from other cultures."

The Curriculum Diversity Committee analyzed the information obtained from the various sources and developed a list of recommendations. It should be noted that the Curriculum Diversity Committee met with the deans of all of the colleges. The Dean of the College of Education was cited for his enthusiasm towards making the curriculum more diverse in his college.

5. A survey was conducted to assess the attitudes of faculty towards multicultural activities.

The survey was conducted by the Curriculum Diversity Committee. Fifty-nine of the 107 faculty responded. Specifically, the survey was designed to determine the following:

a. the extent to which faculty had a common definition for the concept of "multicultural education".

b. the need for multicultural concepts to be incorporated into subject areas.

c. the need for multicultural concepts in the college curriculum.

d. faculty comfort levels in addressing multicultural issues.

e. comfort level in teaching about different ethnic and racial groups.

The respondents were requested to describe their strategies for including multicultral information in their courses. In addition, they were requested to express their opinions about issues related to curriculum diversity.

Strengths

1. The curriculum diversity activities focused on the Core Curriculum.
2. There was wide faculty involvement in the efforts of the Curriculum Diversity Committee.
3. There were cooperative efforts by the Core Curriculum Committee and the Curriculum Diversity Committee.
4. The Vice Chancellor for Academic Affairs played an integral role in the Curriculum Diversity activities.
5. Several issues relative to curriculum diversity were addressed and resolved during the funding period.

Weaknesses

1. Objectives, as outlined in the proposal submitted to CHE, appeared to be overly ambitious for the time period.
2. There do not seem to be any plans for continuing the project beyond the funding period.
3. There does not appear to be a standing committee with the responsibility of addressing curriculum diversity activities.

Technical College of the Low-country

Rationale

The demographic composition of The Technical College of the Low-country (TCL) seemed to be the driving force behind curriculum diversity activities. TCL, located in Beaufort County, serves Colleton, Hampton, Jasper,

and Beaufort counties. According to 1990 census data, the four-county service area has a total population of 154,480, of which 38 percent are African-American. In 1990 the college enrolled 1,210 students, of which 35 percent were African-American. To quote from the TCL proposal to CHE, "as TCL continues to enroll a greater number of students from rural communities in the service area, and from the neighboring Marine Corps Military Air Station and Parris Island Marine Corps Recruit Depot as well, the college can expect more students of varying cultural backgrounds." The Gullah tradition, a culture of African-Americans of the Sea Islands, appears to be playing a significant role in the economic development of the area. It was expressed by one of the administrators that "high profile activities must be used to get other faculty members involved in making the curriculum more inclusive." He felt that the course and the activities surrounding the Sea Islands course were high profile.

The curriculum diversity competitive grants project at TCL was developed by two professors, one in the History department and the other in the English department. Their intention was to develop a single course that addressed the culture of the Sea Islands. No other cultures were addressed. As stated in its proposal to CHE, the following conditions existed prior to the start of the project:

A. There are no courses at the Technical College of the Low-country, nor at neighboring colleges, which address the unique history and culture of the Low-country that includes the Gullah folk culture and language.
B. There is no systematic review process to assist TCL faculty in the research and development of course materials which focus on relevant contributions of other cultures.
C. There is no campus-wide effort that promotes the understanding of the diverse cultures that comprise the community.

In addition to the situations cited above, the project was designed to address the CHE objective to "identify and develop educational resources to support cultural diversity ..."

Accomplishments

1. A course that addresses the history and culture of the Low-country, which includes the Gullah folk culture and language, was developed and taught.

The course, "Black History and Culture of the South Carolina Sea Islands," was first presented in the Winter Quarter, 1991-92. The course focuses on the unique history, language, art, music, and literature of the South Carolina Sea Islands and how the customs, folklore, and traditions are being fused into present American Society. The students participated in field trips to Penn Center, the Sea Island Translation and Literacy Project Center, and the Red Piano Art Gallery. Seven students enrolled the first time the course was offered. Of those seven, one was African-American. Since that time the course has averaged about 21 students, the majority of whom are African-American. Students who enrolled in the course seemed pleased with the content. Several presentations were videotaped and disseminated in the community. A member of the administration stated, "the course has added an important element to the college." The President felt the course "has been a star in the college's crown this past year."

There are plans for the evaluation of the long term impact of the project. The Office of Planning & Research will add specific questions to the student evaluation survey to determine if students feel that they are being exposed to a culturally-diverse curriculum.

2. A review process to assist TCL faculty in the research and development of course materials which focus on relevant contributions of other cultures was initiated.

As stated by the President, "the review process will probably start in the business department." As of July 1992 several courses had been reviewed. As a result of the review, several books were identified for specific courses that address cultural diversity. Human Development, Sociology, History, Government, Technology and Culture, English, and Literature were

the targeted courses. The focus of the material was African-American and international. These reviews were conducted by the instructors of the various courses. The project directors stated, "a bibliography of the materials identified will be published and disseminated to all faculty."

The library at TCL currently holds the microfilms of the Penn School Papers (1862-1976). One of the project directors stated, "these papers are unique in that they hold much of the history of the area for that period." In addition, the college gave an additional $7,000 to assist in identification of materials.

3. An effort that promotes the understanding of the diverse cultures that comprise the community was initiated.

The major focus of the project at TCL was the "Black History & Culture" course. Information about the course was circulated throughout the community. The course reflects a strategy in the community's economic plans. The focus of the course and a theme in the community's marketing strategy are the same. A symposium was conducted that featured the noted African- American researcher Reginald Wilson of the American Council on Education. The symposium was open to the Beaufort community.

Strengths

1. The course that was developed and taught reflects the local economy.
2. Extensive research into the history of the Sea Islands was conducted by students.
3. The project was supported (financially) by the administration.

Weaknesses

1. The project does not encompass any culture except that of the Sea Islands.
2. Faculty involvement in the curriculum diversity activities appear to be limited.
3. The course is not accepted at other colleges for credit in the AA program.

4. Establishment of a single course does not fully address the idea of *curriculum* diversity.

Each institution presented different program goals. There were major, although different, accomplishments observed at the funded institutions. More importantly, it appears likely that curriculum diversity activities will continue after the funding period has ended. Continued CHE support, primarily in the form of evaluation of these projects, should ensure institutionalization of the activities.

Conclusions and Recommendations

There is substantial evidence that the Curriculum Diversity Competitive Grants Program reflects Access and Equity goals. A goal of Access and Equity is to establish institutional environments that value cultural diversity and the presence of minorities. The purpose of the Curriculum Diversity Competitive Grants Program is to encourage public colleges and universities to develop and implement curriculum diversity projects with specific strategies for making their curricula more inclusive of African American culture and history. The Curriculum Diversity Competitive Grants Program was a step taken by the South Carolina Commission on Higher Education to operationalize this important Access and Equity goal.

Each institution made unique contributions to the achievement of the Program's objectives. It appears that institutions that include curriculum diversity as a strategic goal will be more successful at achieving multicultural environments. There were major, although different, accomplishments observed at each of the funded institutions. In some instances the continuation of curriculum diversity activities may not occur after funding. Continued CHE support and evaluation of these projects should ensure institutionalization of the activities.

In order to encourage public colleges and universities to continue to develop and implement curriculum diversity projects, in the future CHE should consider the following recommendations:

1. Institutions that include cultural diversity in the curriculum as a strategic goal should be given preference in future funding of curriculum diversity competitive grants projects.

2. The Commission on Higher Education should continue to require external evaluation of all CHE-funded curriculum diversity projects.

BIBLIOGRAPHY

1. Richardson, R.C., Jr. and E.F. Skinner. *Achieving Quality Diversity: Universities in a Multicultural Society.* New York: ACE/Macmillan, 1991.

2. *Tri-County Technical College: Curriculum Diversity Project.* Tri-County Technical College. Pendleton, S.C: 1992.